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ABSTRACT

The position statements on curriculum, evaluation, teaching, leadership, staff development, equity for under-represented groups, and the effective use of technology issued by the National Council of Teachers of Mathematics (NCTM) in the "Curriculum and Evaluation Standards for School Mathematics" (1989) and "Professional Standards for Teaching Mathematics" have precipitated major changes in the K-12 mathematics curriculum. To help school districts capitalize on this opportunity for curriculum redesign and enhancement, the NCTM has designed this guide to enable school district personnel to analyze their mathematics programs by identifying and listing critical elements in the areas of goals, curriculum, instruction, evaluation, and teacher and administrator responsibility. The guide is intended to: (1) stimulate critical analysis of content, methodology, assessment, and management issues related to the K-12 mathematics program; (2) identify some of the major desired directions for the K-12 mathematics curriculum; (3) help districts identify discrepancies between what is and what could be; and (4) point out directions for change. The initial section described how to use the guide, encouraging a cooperative approach by teachers and administrators, and giving several uses that involve all teachers, selected teachers of mathematics, personnel from outside the district, or textbook analysis. After presenting an example of how to complete the forms, the subsequent sections were proposed to evaluate the K-12 Mathematics Program in the following areas: (1) Goals; (2) K-4 Curriculum; (3) 5-8 Curriculum; (4) 9-12 Curriculum; (5) Instruction; (6) Evaluation; (7) Teachers; and (8) Administration. The questions: "How important is this to you?" and "To what extent does this happen in your setting?" were used to evaluate the critical factors in each of the areas. (MDH)